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ABSTRACT

A study was made to determine which books children borrowed, how many of these were quality literature, and what interests were revealed. This was accomplished by noting all books checked out during a two-month period in one elementary school library, and by designating as quality literature those books listed in the "Children's Catalog." Analysis of the data indicated that quality literature was chosen 33 percent of the time, that children tended to pursue certain favorite authors and characters, and that they also had a great interest in the Disney books, perhaps because children are familiar with Disney characters and products. (LS)

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THE READING INTERESTS OF PRIMARY CHILDREN AS REFLECTED IN THEIR LIBRARY CHOICES

BY

KATHRYN O'HARA

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K.O'H.

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CHAPTER I

INTRODUCTION

"The Right to Read" is a much heard phrase today, and one which has had far-reaching effects. A national organization has been formed using "Right to Read" as its name. (25) Concern about children's reading touches the whole nation, (in the pocketbook if nowhere else,) as Congress appropriates money for books, special programs and special teachers to help children become better readers. Society understands that today's world demands citizens who can read and a "fifth grade reading level will not suffice." (13:3) The world is so complex, so crammed with new knowledge, changing so rapidly, that children must learn to read critically and questioningly. They must find enjoyment and satisfaction in books whether they are reading for sheer pleasure, information, or some other reason.

You can teach a child to read, but what is it that keeps him reading and develops the lifelong attachment for books? The same ingredient that attends anything a human does well ...the <u>desire</u> to do a thing...the <u>interest</u> in it.

It then becomes incumbent upon those adults who live and work with children; parents, teachers, librarians, social workers, to name a few; to learn why children read and what their interests are. "The area of children's reading interests

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*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

remains a vital research concern because of the relevance of reading interests to interest in reading." (26:655)

Because primary teachers spend more time on reading than any other subject and authorities generally agree that the best chance of encouraging good reading habits lies in, and before, grade four, this research was limited to primary children. (3:1096) Primary grades are identified as grades one, two and three. Because teachers of reading also have a responsibility to see that children are guided to quality literature, the choices of the children were checked with the Children's Catalog, published by the H. W. Wilson Company. The books listed in this reference are decided by a group of consultants chosen by two branches of the American Library Association. These two branches are the American Association of School Librarians and the Children's Services Division. The catalog listed a total of 3,310 titles of fiction and non-fiction books. (5:5) There are various other available lists of quality literature for children compiled by reputable members of the library and teaching professions. The Children's Catalog was selected for this research for several reasons. There are comprehensive yearly supplements available which keep it up to date. It has been used by an overwhelming number of librarians as a guide and finally, it has been used in previous similar research. (6), (7)

Purpose of Study

The purpose of this research was to determime, during a given period of time, which books were borrowed by primary children, how many of these books are considered to be quality literature for children and what interests are revealed. It was the further purpose of this study to compare these findings to previous studies where such comparisons were of value.

CHAPTER II

REVIEW OF RELATED LITERATURE

Investigations of children's reading interests began at least as early as 1893. In that year M. B. C. True reported "What My Pupils Read." (30:541) Hundreds of studies have been undertaken since then. In 1931, L. M. Terman and Margaret Lima published an extremely influential study in which they concluded that "there are certain well-defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop. (24:31) Terman and Lima used various means to gather their information. They determeined that a child's choice of reading is influenced by various factors such as age, physical development, health, school environment, social and economic status, home training, emotional endowment and temperment, sex differences and wide variations in mental ability. (24:47-49)

Over the years a variety of methods were used to arrive at children's interests. In 1946, Witty, Coomer and McBean published a study of children's choices in kindergarten and the first three grades in ten elementary schools. Children were asked to name the stories they liked best. Stories about animals predominated, with fairy tales as a second choice. This study made it clear that children are characterized by wide and varied interests which lead them to choose a rich

and varied assortment in many fields. The authors reported a gradual maturing of taste among children in intermediate grades.

Two books were published in 1957 by two well known authorities in the field of children's literature, May Hill Arbuthnot and Phyllis Fenner. Arbuthnot states that reading is one rich source children use to satisfy some or all of the many basic human needs. (2:14) In general, children like stories with an adequate theme, strong enough to generate and support a lively plot. They appreciate memorable characters and distinctive style. (2:16) Arbuthnot further notes the effect of mass media on children's reading. Fenner states that children read nothing but what interests them. (11:12)

A good deal of research into children's reading interests was done during the decade of the sixties. In 1960, Bernice Wolfson did a study on what children say their reading interests are. Twelve categories were listed and there was considerable overlapping of interests between boys and girls in many categories. They indicated an especially high interest in the social studies area. (31:81-82)

A study in 1962 by Ruth C. Smith led her to make the following statement: (22:209)

> In summary, therefore, the data seems to indicate that generally the pre-primers and primers which children are required to read, and which are sup-

posed to stimulate an interest and desire to read, do not really satisfy their reading interests as shown by their "free-choice" of books at the library.

In 1963 Betty Peltola did a study of children's book choices and concluded that several factors may influence children's choices of books. Illustrations are important, especially for younger children. The ingredients that most attract them are action and humor. Children may be influenced by the jacket or cover and color seemed to be important, perhaps in setting a mood. (21:692)

During the summer of 1967, Virginia Downing, under the direction of Dr. Charles DuVall of Indiana University, did an investigation of the free reading choices of elementary school children at the public library. An analysis of the data collected determined that during the summer children do not choose books from the public library listed in the Children's Catalog. (17:13)

Continuing research produced several studies in 1968. Robert Emans was interested in finding out what children in the inner city like to read. He used a sampling of stories from various programs with the result that the children preferred stories based on family, friends and pets. Mr. Emans concluded that, "as in other research studies or reading, no one set of materials can be said to be the most appropriate for all children or any one child at all times. (10:121)

Ford and Koplyay attempted to construct a non-verbal test of children's story preferences. They used pictures and single sentences in six categories. This study has been subjected to much scrutiny and criticism. At this time the authors are in the process of planning further refinement and validation of the test. (12:233-237)

Sue Cox, another of Dr. DuVall's graduate research students, did a study of the circulation in a flexible elementary school library. No concrete conclusions were drawn from this study but various areas were pinpointed that might profit from further research. (6:19-21)

A study by Ashley, published in 1970 and dealing with grades 4, 5, 6, and 7 rather than primary, nevertheless is both interesting and informative for all teachers of reading. Forty reading topics were used and children gave their preferences (first, second and third choices) without guidance from adults. (3:1088-1096)

All authorities seem to agree that all children have some interest and somewhere there is a book for each child.

CHAPTER III

METHOD OF RESEARCH

The data for this research were compiled in the library of a selected elementary school in northern Indiana. The total enrollment of this school was 801 of which 423 were boys and 378 were girls. The total enrollment in the primary grades was 352 of which 180 were boys and 172 were girls. This particular elementary school was judged to be the most typical elementary school in the total South Bend School Corporation according to the factors of aptitude, achievement, present negro population and census tract ranking. (27)

The seating space of this library accommodated 33 at tables and chairs plus a 9 X 12 rug in the area of primary books. There is a regular librarian in attendance at all times and a flexible open library is maintained except for 10 half hour periods each week when primary children have story hour and are introduced to library skills. The library is open daily from 8:30 to 3:15. Primary children may go to the library at any time, with permission of their classroom teacher. Books may be checked out for a two week period.

This library contained a total of 4,397. Of these, 739 were classified as "Easy." An easy book is one which is meant for young children, such as a picture book or reader. There were 106 duplicates available in the "Easy" category.

All of the books borrowed by primary children during

a two month period were listed on three by five cards as to title, author and call number if it was other than E; also listed was the grade and sex of the pupil. Further, the name of the pupil and the home-room teacher were noted in the event that further information was desired. All books were classified as either fiction or non-fiction. Finally, each title was checked in the Children's Catalog to determine if the book was considered to be good literature for children. The Children's Catalog lists books appropriate for children from pre-school through the 6th grade. The catalog is divided into Easy, Fiction and various non-fiction subjects. The introduction to the list of Easy books gives the following explanation:

> E - Easy Books
> Mostly fiction books which would interest children from pre-school through second grade. For the most part, those easy books which have a definite non-fiction subject content are classified with other non-fiction books.
> Easy books listed:
> 1. All picture books whether fiction or non-fiction which the young child can use independently.
> 2. Picture story-books with a larger amount of text which can be read aloud to the child as the story is followed through the illustrations.
> 3. Fiction books with very little text, suitable for the beginning reader. (5:473)

Fiction books suitable for grades 3 to 6 are listed under "Fiction."

The forms of the card and the type of data collected were patterned to a certain extent, after the Downing study

of summer reading and the Cox study of circulation in a flexible school library.

It was assumed that the children read the books they borrowed from the library. In the case of first grade pupils and other less proficient readers, it was assumed that they might need some assistance. The motivation for reading was the children's interests and the choice of books their own. During this period, the librarian and the classroom teachers did not make any particular effort to influence the children in their choices. It is understood that there is a certain teacher influence always present during the school year and a certain influence exerted by classroom activities.

Hypothesis

Children in the primary grades, when allowed to make free choices of books to read in the school library, do not choose books that are listed in the Children's Catalog.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the raw data in totality and to analyze these data in order to arrive at some indication of children's interests and their implication for classroom teachers and further research.

Table 1 lists all books borrowed by primary children during the two month period by title and author. The listing is by alphabetical order of the authors' last names. The books are then categorized as: easy, not easy; fiction, non-fiction; and whether or not listed in the Children's Catalog. Those books listed in the Children's Catalog are classified as recommended by consultants, those listed with one star are especially recommended, those listed with two stars are most highly recommended. Finally, the number of times each book was checked out is noted and whether by first, second or third grade pupil; male, female or unknown.

TABLE 1. ALL SCHOOL LIBRARY BOOKS BORROWED BY PRIMARY CHILDREN DURING A TWO MONTH PERIOD

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
All Ready For Winter (Adelson, Leone)	x			x	x			1								
All Ready For School (Adelson, Leone)	x			x							1					
A B C of Cars and Trucks (Alexander, Anne)	x			x	x			2			2					
Noise In the Night (Alexander, Anne)	x		x		x						2	1		2		
The Witches' Secret (Allen, Frances)	x		x								1				3	
It's Not Your Birthday (Amoss, Berthe)	x		x												2	
Blaze and the Indian Cave (Anderson, C. W.)	x		x		x									1		
Blaze and the Mount. Lion (Anderson, C. W.)	x		x					1			2					
Thumbelina (Anderson, Han C.)	x		x		x		x	1				2			3	
A Friend is Some. W. L. Y. (Anglund, Joan W.)	x		x		x	x						1		1	1	
A is For Always (Anglund, Joan W.)	x		x								1			4		
Love Is a Sp. Way of Feel. (Anglund, Joan W.)	x		x		x										1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
What Color Is Love? (Anglund, Joan W.)	x		x								1					
Tim's Friend Towser (Ardizzone, Edward)	x		x									1				
Fraidy Cat (Asheron, Sara)	x		x											1		
Laurie and the Yel. Curt. (Asheron, Sara)	x		x									1				
Little Gray Mouse & the Tr. (Asheron, Sara)	x		x									1			2	
Little Gray Mouse Goes Sai. (Asheron, Sara)	x		x								1	1		1		
The Surpri. in the St. Bk. (Asheron, Sara)	x		x									1			2	
Surprise in the Tree (Asheron, Sara)	x		x		x							1			1	
The Book of Ballet (Audsley, James)	x			x											1	
Magic Meadow (Aulaire, Ingri)		x	x					1						1	1	
Sunflowers For Tina (Baldwin, Anne N.)		x	x												1	
Skin Diver (Ball, Zachary)	x		x											1		

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TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
Peter Pan (Disney) (Barrie, Sir J.M.)	x		x								1	2			1	
Tim and the Purple Whistle (Batchelor, Julie)		x	x											1		
Little Wild Horse (Beatty, Hetty B)	x		x		x						1					
Frosty (Bedford, A. N.)	x		x								2			1		
Madeline and the Gypsies (Bemelmans, Ludwig)	x		x		x							1				
Madeline's Rescue (Bemelmans, Ludwig)	x		x		x		x	1			1					
Red Fox and His Canoe (Benchley, Nathaniel)	x		x								2					
Little Witch (Bennett, Anna Eliz.)		x	x		x									1		
Not A Teeny Weeny Wink (Bennett, Richard)	x		x											2		
Bears On Wheels (Berenstein, Stan/Jean)	x		x		x						1	1		2	1	
Bears' Vacation (Berenstein, Stan)	x		x								1			3		
Inside, Outside, Upside Down (Berenstein, Stan)	x		x		x						2				3	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Old Hat and New Hat (Berenstein, Stan & Jan)	x		x								2		2			
The Bears' Christmas (Berenstein, Stan)	x		x								2		1			
The Big Honey Hunt (Berenstein, Stanley)	x		x								1			1		
Best Sports Stories (1970)		x		x										1		
Barney Beagle (Bethell, Jean)	x		x									2			2	
Barney Beagle and the Cat (Bethell, Jean)	x		x												1	
Barney Beagle Plays Basebl (Bethell, Jean)	x		x											1	2	
Hooray For Henry (Bethell, Jean)	x		x												1	
Monkey In the Rocket (Bethell, Jean)	x		x								2					
Petey, The Peanut Man (Bethell, Jean)	x		x					1				1		1		
Manners For Moppets (Betz, Betty)	x			x										1	1	
Two Stories About Wags (Biesterveld, B.)	x		x						1			1				

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Big Little Kitty (Biggers, Jan D.)	x		x						1			2				
Noah's Ark (Biggs, D.)	x			x						1						
Five Chinese Brothers (Bishop, Claire H.)	x		x		x		x		1			1			1	
Larry Leads Off (Bishop, Curtis K.)	x		x													1
Big Puppy and Little Puppy (Black, Irma Simonton)	x		x													1
The Little Old Man Who Co (Black, Irma Simonton)	x		x												1	2
Daddy Is Home (Blomquist, David)	x		x													1
Three To Get Ready (Boegehold, Betty)	x		x					1			3					
I Know An Old Lady (Bonne, Rose)	x		x									1				
Tell Me Some More (Bonsall, Crosby)	x		x		x				1		1					
What Spot? (Bonsall, Crosby)	x		x		x						1					
Who's A Pest? (Bonsall, Crosby)	x		x		x							1		1	1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
The Good Tiger (Bowen, Elizabeth)	x		x								1					
The Big Happy 1-2-3- (Bradfield, Joan)	x			x							2			2		
Clifford's Halloween (Bridwell, Norman)	x		x								1					
Clifford, The Big Red Dog (Bridwell, Norman)	x		x					1			1					
Georgie and the Robbers (Bright, Robert)	x		x								1			1	1	
Georgie's Halloween (Bright, Robert)	x		x		x						2					
Georgie To the Rescue (Bright, Robert)	x		x		x									3		
My Red Umbrella (Bright, Robert)	x		x		x						1			1		
Johnny Crow's Garden (Brooke, L. Leslie)	x		x		x									1		
Felice (Brown, Marcia)	x		x		x			1						1		
Indoor Noisy Book (Brown, Margaret Wise)	x		x		x									1		
The Little Cowboy (Brown, Margaret Wise)	x		x		x						1					

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Wheel On the Chimney (Brown, Margaret Wise)	x		x		x		x				1					
Santa Mouse, Where Are You? (Brown, Michael)	x		x								1	2				
Miffy (Bruna, Dick)	x		x					1				1		1		
Miffy At the Seaside (Bruna, Dick)	x		x									1		1	1	
Miffy At the Zoo (Bruna, Dick)	x		x									1			1	
Miffy In the Snow (Bruna, Dick)	x		x									1		1		
Babar and Father Christmas (Brunhoff, Jean de)	x		x		x						1					
The Story of Babar (Brunhoff, Jean de)	x		x		x		x				2				1	
Babar Loses His Crown (Brunhoff, Laurent d')	x		x								2	2		1	2	
Grandfather and I (Buckley, Helen E.)	x		x		x						1					
My Sister and I (Buckley, Helen)	x		x								1					
A Cat Can't Count (Budney, Blossom)	x		x					1								

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Samulo and the Giant (Burgert, Hans-Joachim)	x		x											1		
The Little House (Burton, Virginia Lee)	x		x		x			1			1					
The Cat Who Thought He Was (Cameron, Polly)	x		x					1								
The Dog Who Grew Too Much (Cameron. Polly)	x		x											1		
The Picnic Bear (Carroll, Ruth)	x		x											1		
We Like Kindergarten (Cassidy, Clara)	x		x								1					
Contrary Jenkins (Caudill, Rebecca)		x	x		x		x	2			1					
Magilla Gorilla (Cawick, Bruce)	x		x						1							
Bennett Cerf's Book of Laughs (Cerf, Bennett)	x			x				1			1			1	3	
I Have a Tree (Chaffin, Lillie)	x		x					1			1					
Be Good, Harry (Challmers, Mary)	x		x		x						1			1		
Cowboy Andy (Chandler, Edna W.)	x		x					1			2					

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Cat's Whiskers (Charmatz, Bill)	x		x					1			2					
Huckleberry Hound and the Christmas Sleigh (Cherr, Pat)	x		x					1						1	1	
A Bell For Ursli (Chonz, Selina)	x		x		x	x					1					
The Grass Mount. Mouse (Clark, Ann)	x		x								1					
Mother Goose (Clement, C.)	x		x										1			
Bomber Parade (Colby, C. B.)		x		x										1		
Helicopters to the Rescue (Colby, C. B.)		x		x										1		
Let's Read About Rocks (Comfort, I. T.)	x			x												1
The Bingity-Bangity Sch. Bus (Conkling, Fleur)	x		x								2	1				
What Can I Do? (Conarroe, L.H.)	x		x						1							
The Curious Little Kitten (Cook, Bernadine)	x		x		x			1								
Racing Cars That Made His. (Cooke, D. C.)		x		x	x									7		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
The Enterprise (Cooke, David C.)		x		x										1		
Dorrie and the Wizard's Spell (Coombs, Pat)		x	x												1	
Pony For Keeps (Corbin, William)		x	x											1	1	
Scuffy the Tugboat (Crampton, Gertrude)	x		x					1								
The Smokey Bear Book (Crawford, Mel)	x			x							1					
Nicholas, the Boy Who Wanted to be Santa Claus (Crimmins, James C.)	x		x								1	2		1		
Liddle Kiddles (Daly, E.)	x		x					1				1				
Good Humor Man (Daly, K.)	x		x					1			1	1			1	
Trains (Daly, K.)	x			x									1			
The Picnic (Daugherty, James)	x		x		x						1	1				
Timothy Turtle (Davis, Alice Vaught)	x		x		x			1								
Martin's Dinosaur (Davis, Reda)	x		x					1			1			2		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
A Walk In the City (Dawson, Rosemary)	x		x		x											1
A Happy Day (DeCaprio, Annie)	x		x													1
Bus From Chicago (DeCaprio, Annie)	x		x									2				
Dinosaur Ben (DeCaprio, Annie)	x		x								2	2		1	1	
One, Two (DeCaprio, Annie)	x		x													1
The Dog and The Wolf (DeCaprio, Annie)	x		x									1		1		
The New Bugle (DeCaprio, Annie)	x		x					1				1				1
Willie and the Whale (DeCaprio, Annie)	x		x						1		1	1		1	2	
Walt Disney's Alice In Wonderland (Dempster, Al)	x		x					1				2		1		
Walt Disney's Pinocchio (Dempster, Al)	x		x						2					2	2	
Flip (Dennis, Wesley)	x		x		x						2					
Pro Quarterback (Devaney, John)		x	x											1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
How Fletcher Was Hatched (Devlin, Wende)	x		x											1		
Old Witch and the Polka Dot Ribbon (Devlin, Wende)	x		x								2			3		
The Littlest Reindeer (DeWitt, Johanna)		x	x											3		
Donald Duck, Prize Driver (Disney, Walt)	x		x													1
Goofy and the Tiger Hunt (Disney, Walt)	x		x								1			3	1	
Walt Disney's Cinderella (Disney, Walt)	x		x					1			2					
Walt Disney's Pinocchio (Disney, Walt)	x		x								3					
Mary Poppins (Disney, Walt)	x		x						1							
Robin Hood (Disney, Walt)	x		x									1				
Twinkles and Sandford's Boat (Dorfman)	x		x													
Lazy Tommy Pumpkin Head (DuBois, W. P.)	x		x					1						1		
Otto In Africa (DuBois, William Pene)		x	x		x						1			1	1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
Linda Goes to the Hosp. (Dudley, Nancy)		x	x											1		
Bill Dugan's Busy Town (Dugan, Bill)	x		x								1			1		
The Car Book (Dugan, William)	x			x							2					
Donkey, Donkey (Duvoisin, Roger)	x		x					1			1			1		
The Christmas Whale (Duvoisin, Roger)	x		x		x	x								1		
Red Head (Eager, Edward)	x		x								2			1		
Are You My Mother? (Eastman, P. D.)	x		x		x						2	3				
Go Dog Go (Eastman, P. D.)	x		x		x			1			1	2		3		
Sam and the Firefly (Eastman, P. D.)	x		x		x			1				1		1	1	
The Best Nest (Eastman, P. D.)	x		x					1	1					2		
Who Is At the Door? (Eberstadt, Isabel)	x		x								1					
The Matchlock Gun (Edmonds, Walter D.)		x	x		x		x							1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Six Foolish Fishermen (Elkin, Benjamin)	x		x		x						2	1		1	1	
The Big Jump (Elkin, Benjamin)	x		x									1				
The King's Wish & Oth. Sto. (Elkin, Benjamin)	x		x									1			2	
Rosebud (Emberley, Ed.)	x		x						2			1				
So Long (Evers, Helen & Alf)	x		x									1				
The Different Dog (Everson, Dale)	x		x												1	
The Happy Lion's Vaca. (Fatio, Louise)	x		x								1			1		
Small Clown (Faulkner, Nancy)	x		x								1			1		
The Big Yellow Balloon (Fenton, Edward)	x		x								1					
The Most Frightened Hero (Fern, Eugene)	x		x						1							
King Who Was Too Busy (Fern, Eugene)	x		x								1	1		2		
The Wonderful World of the Sea (Fisher, James)		x		x	x									1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Spotted Dotted Puppy (Fletsher, S.)	x		x						1							
Christmas The World Over (Foley, Daniel J.)		x		x											1	
A Pocketful of Seasons (Foster, Doris Van Liew)	x			x								1				
When Winter Comes (Fox, Charles P.)	x			x	x							1				
Here Comes the Band (Miss Frances)	x		x													1
Mr. Meyer's Cow (Miss Frances)	x		x						1							
My Daddy Is A Policeman (Miss Frances)	x			x								1				
Your Friend, The Policeman (Miss Frances)	x			x								1				
Biquette, The White Goat (Francoise)	x		x		x							1				
A Rainbow Of My Own (Freeman, Don)	x		x		x			1				2				
Guard Mouse (Freeman, Don)	x		x		x										2	
Quiet! There is a Canary In the Library (Freeman, Don)	x		x									2			1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Peppy The Lonely Little Puppy (Friedman, Frieda)	x		x								1					
Indian Two Feet & His Hor. (Frisky, Margaret)	x		x		x			1			1					
Mystery of the Gate Sign (Friskey, Maragaret)	x		x								1					
Growing Up (Fritz, J.)	x		x										1			
Look At. The Moon (Garelick, May)	x			x	x						1					
I'm Tired Of Lions (Gay, Zhenya)	x		x											1		
Bascombe, The Fastest Hound Alive (Goodman, George)	x		x					1	1					1		
Loopy (Gramatky, Hardy)	x		x		x						1			1		
My Indian Book (Grant, B)	x			x												1
Watch The Tides (Greenhood, David)	x		x								1					
Hansel and Gretel (Grimm Rothers)		x	x		x				2			1				
Nobody Listens to Andrew (Guilfoyle, Eliz.)	x		x		x		x							1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Chester, Little Pony (Gunder, E.)	x			x						1						
National Velvet (Haas, Dorothy)	x		x								1					
The Big Snow (Hader, Berta)	x		x		x		x				2	1			1	
The Mighty Hunter (Hader, Berta)	x		x		x				1		1			1		
Whatever Happens to Bear Cubs? (Hall, Bill)	x		x									1				
Whatever Happens to Baby Horses? (Hall, Bill)	x		x					1				2			2	
Ghosts and Goblins (Harper, Wilhelmina)		x		x	x		x								1	
Playful Puppy (Hazen, Barbara Shook)	x		x						1		1	1		1		
Rudolph (Hazen, B. S.)	x		x						2					1	1	
The Hippopotamus (Herne, Bobbi)	x		x					1			1			1		
Hickory Is Lost (Hinde, Cecelia)	x		x						1		1					
Baby Sister for Francis (Hoban, Russell	x		x		x							3				

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Bread and Jam For Francis (Hoban, Russell)	x		x		x				2			1		1		
How Do I Go? (Hoberman, Mary Ann & Norman)	x		x					1								
Baseball Mouse (Hoff, Syd)		x	x											2		
Danny and the Dinosaur (Hoff, Syd)	x		x		x			1			4			1	2	
Lengthy (Hoff, Syd)	x		x		x							2		1		
Mrs. Switch (Hoff, Syd)	x		x						1		1			1	1	
Palace Bug (Hoff, Syd)	x		x								2	1		1	1	
Siegfried, Dog of the Alps (Hoff, Syd)	x		x								1			2		
Slithers (Hoff, Syd)		x	x								1			1	1	
Wilfred the Lion (Hoff, Sydney)	x		x						1		1				2	
Grocery Kitten (Hoke, Helen)	x		x						1							
George, The Gentle Giant (Holl, Adelaide)	x		x					1			1	2			1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Have You Seen My Puppy? (Holl, Adelaide)	x		x						1			1				
Mrs. McGarrity's Peppermint Sweater (Holl, Adelaide)	x		x					1	1					1		
Gertie Groundhog (Holland, Joyce)	x		x						1		1				1	
Big Ball of String (Holland, Marion)	x		x		x										1	
What A Baseball Manager Does (Hoopes, Roy)	x			x										2		
Fish Do the Strangest Things (Hornblow, L.)	x			x										1		
House That Jack Built (Traditional)	x		x													1
Circus Alphabet (Hudson, P.)	x		x							1						
What Is It For? (Humphrey, Henry)	x		x									1				
What Whale? Where? (Hurd, Edith)	x		x					1			1					
The Circus Comes to Town (Hutchinson, Veronica)	x		x								1					
Basketball (Hutton, Joe)		x		x										1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
I Like Animals (Ipcar, Dahlov)	x		x		x			1								
Stripes and Spots (Ipcar, Dahlov)	x		x					1			3					
The Wonderful Egg (Ipcar, Dahlov)	x			x	x	x					4			2		
Bedtime Stories (Izawa, T.)	x		x						1		1	1		1	1	
Snow White & 7 Dwarfs (Izawa, T.)	x		x										1			
Cowboys and Indians (Jackson, Byron/Kath)	x		x								1	1				
Blue and White Abroad (Jackson, Robert B.)		x		x										1		
Up and Down (Jardine, Maggie)	x		x						1		1					
Hezekiah Horton (Jarry, Ellen)	x		x					1								
Hockey (Johnson, Bob)		x		x										2		
Long Ago In Colonial Days (Johnson, Johanna)	x			x								1		1		
Puppy Dog Tales (Jonas, Nita)	x		x									2			2	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
The Wild and Wooly Animal (Jonas, Nita)	x		x					1			1		1		1	
The Duchess Bakes A Cake. (Kahl, Virginia)	x		x		x		x				1		1		1	
Great Linebackers of the NFL (Kaplan, Richard)		x		x										1		
Telephone Book (Kaufman, Joe)	x		x					1						1		
A Letter to Amy (Keats, Ezra Jack)	x		x		x	x			1		1		1		4	
Snowy Day (Keats, Ezra Jack)	x		x		x		x	1			1					
Whistle For Willie (Keats, Ezra Jack)	x		x		x		x	1			1					
How and Why Wonder Book of Science Experiments (Keen, Martin L.)		x		x											1	
Crunch, Crunch (Kessler, Ethel/Leonard)	x		x					2								
Here Comes the Strike Out (Kessler, Leonard)	x		x								3			2		
Kick, Pass and Run (Kessler, Leonard)	x		x											1	1	
Soup For the King (Kessler, Leonard)	x		x								1			1	1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
The Duck on the Truck (Kessler, Leonard)	x		x								1	1		1		
Mabel the Whale (King, Patricia)	x		x		x						2					
Japan, Crossroads of East and West (Kirk, Ruth)		x		x										1		
The Surprising Pets of Billy Brown (Kitt, Tamara)	x		x									1		1		
Big Red (Kjelgaard, Jim)		x	x											1		
Brave Daniel (Klein, Lennore)	x		x								1					
When The Cows Got Out (Koch, Dorothy)	x		x		x						1					
The Grandma Moses Storybk (Kramer, Nora)		x	x											1		
The Very Little Girl (Krasilovsky, Phyllis)	x		x						1							
Ladybug, Ladybug (Kraus, Robert)	x		x					1						1		
Rumple Nose-Dimple and the Three Horrible Snaps (Kraus, Robert)	x		x						1					1		
Whose Mouse Are You? (Kraus, Robert)	x		x									1		3		

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TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Monkey Day (Krauss, Ruth)	x		x					1			1	1		1		
Red Balloon (Lamorisse, R.)	x		x		x						1			1		
Frog Went A-Courtin' (Langstaff, John)	x		x		x		x				1			1	1	
Which Witch? (Lasson, Robert)	x		x								1	1		2	1	
Lassie and the Lost Explor. (Lazarus, Leon)	x		x						1		1			1		
Boo, Who Used to be Scared (Leaf, Munro)	x		x						1		1	1				
Noodle (Leaf, Munro)	x		x					1	1							
Story of Ferdinand (Leaf, Munro)	x		x		x		x				2				2	
Wee Gillis (Leaf, Munro)		x	x		x		x		1							
Calico Pie (Lear, Edward)	x		x						1			1			1	
Cap'n Dow & The Hole in the Doughnut (Le Grand)		x	x		x			1								
Cats For Kansas (Le Grand)		x	x		x						2					

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
The Little Sail Boat (Lenski, Lois)	x			x	x			1								
Little Family (Lenski, Lois)	x		x		x						2					
Little Farm (Lenski, Lois)	x			x	x			1								
Spring Is Here (Lenski, Lois)	x			x	x			1			1					
Now It's Fall (Lenski, Lois)	x			x	x						1					
I Wish That I Had Duck Ft. (LeSieg, Theo)	x		x					1			1			1		
Ten Apples Up On Top (LeSieg, Theo)	x		x					1			2			2		
The Day Joe Went to the Supermarket (Levenson, Dorothy)	x		x								1			2		
Benjie On His Own (Lexau, Joan M.)	x		x								1	1		1		
The Homework Caper (Lexau, Joan M.)	x		x								1					
The Rooftop Mystery (Lexau, Joan M.)	x		x		x			1			1			1		
Giant John (Lobel, Arnold)	x		x											1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Lucille (Lobel, Arnold)	x		x						1			1		1		
Small Pig (Lobel, Arnold)	x		x								3			2		
When My Mother Was a Little Girl (Lonergan, Joy)	x		x						1			1				
I Am Better Than You (Lopshire, Robert)	x		x					1	1		1					
Put Me In the Zoo (Lopshire, Robert)	x		x								2			2		
My Dog and I (Lord, Nancy)	x		x					1								
Betsy-Tacy and Tib (Lovelace, Maud Hart)		x	x		x									1		
The Valentine Box (Lovelace, Maud Hart)		x	x		x									1		
Summer (Low, Alice)	x		x								1			2		
Trumpet (Lynn, P.)	x		x													1
A Tail is a Tail (Mace, Katherine)	x		x											2		
Theodore Turtle (MacGregor, Ellen)	x		x		x				1		1					

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
The Sun Shone on the Elephant (Mamlok, Gwyneth)	x		x						1		1				1	
Little Lulu (Margie)	x		x								1	1		1		
Buzzy Bear and the Rainbow (Marino, Dor.)	x		x								1					
Brown Bear, Brown Bear (Martin, Bill, Jr.)	x		x								1			1		
Trouble With Timothy (Maxey, Dale)	x		x								1				2	
A Fly Went By (McClintock, Mike)	x		x		x			1				3			1	
David and the Giant (McClintock, Mike)	x		x		x						1					
What Have I Got? (McClintock, Marshall)	x			x	x			1			1			1	2	
Blueberries For Sal (McCloskey, Robert)	x		x		x		x	1			1					
Make Way For Ducklings (McCloskey, Robert)	x		x		x		x	1			2					
Time of Wonder (McCloskey, Robert)		x	x		x		x				1					
The King's Procession (McCrea, James)	x		x		x						1	1				

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
The Horse Who Lived Upstairs (McGinley, Phyllis)	x		x		x									2		1
Ruff and Reddy (McGovern)	x		x								2					2
Jeff and Mr. James' Pond (Meeks, Esther MacBain)	x		x								1					
Jacky Squirrel's New Pants (Merrell, Genetha K.)	x		x								1					
What Is the World? (Miles, Betty)	x			x					1		2					1
Explorations In Science (Milgrom, Harry)		x		x	x											1
Egg Tree (Milhous, Katherine)	x		x		x		x		1							
Winnie The Pooh (Milne, A. A.)		x	x		x	x										2
Father Bear Comes Home (Minarik, Else Holmelund)	x		x		x											2
Little Bear's Visit (Minarik, Else Holmelund)	x		x		x	x					1	1				1
Night Before Christmas (Moore, C. C.)		x		x	x	x					4	3		1	1	
My Big Golden Counting Bk. (Moore, Lillian)	x			x				1				3				

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Frequency Secnd M	Secnd F	Secnd U	Frequency Third M	Third F	Third U
Too Many Bozos (Moore, Lucille)	x		x		x									2		
Is That A Happy Hippopotamus? (Morrison, Sean)	x		x									2				
Twirly (Moss, Elaine)	x		x								2		1			
April's Kittens (Newberry, Clare Turlay)	x		x		x	x			1			1			1	
Mittens (Newberry, Clare Turlay)	x		x		x		x								1	
Percy, Polly and Pete (Newberry, Clare T.)	x		x						1							
Hurry Up, Slowpoke (Newell, Crosby)	x		x									1				
Who Took The Farmer's Hat (Nodset, Joan L.)	x		x					1	1		1					
How & Why Wonder Book of Beginning Science (Notkin, J.)		x		x											1	
Plop Plop Ploppie (Olds, Elizabeth)	x		x						2							
Mister Whistle's Secret (Palazzo, Tony)	x		x					1			1					
I Was Kissed By A Seal At The Zoo (Palmer, Helen)	x		x					1			1			1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
A Happy Nursery Book - Snow (Parsons, Virginia)	x		x								1					
Night (Parsons, Virginia)	x		x								1					
Snow (Parsons, Virginia)	x		x						1		1	1				
Freddy The Curious Cat (Pauli, Grace)	x		x					1							1	
The First Easter Rabbit (Pauli, Hertha)	x		x					1			1				1	
Johnny Groundhog's Shadow (Payne, Emmy)	x		x								1					
Katy No-Pocket (Payne, Emmy)	x		x		x			1				1		1		
Don and Donna Go to Bat (Perkins, Al)	x		x						1		2			1		
The Circus Baby (Petersham, Maud)	x		x		x			1								
Peter Johnson and His Guitar (Peterson, Han)	x		x									1		1		
Two Silly Kings (Phillips, Loretta)	x		x								1				1	
Lightning On Ice (Phillips, Maurice)		x	x											1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Ann Can Fly (Phleger, Fred)	x		x					1			1	1		1		
The Whales Go By (Pheleger, Fred)	x			x	x			3						3		
Little Engine That Could (Piper, Watty)	x		x		x			1	1		1			1		
Song of the Swallows (Politi, Leo)	x		x		x		x		4							
Just Mrs. Goose (Potter, Miriam Clark)		x	x											1		
Toby Zebra & Lost Zoo (Pope, O. L.)	x		x									1				
Temper Tantrum Book (Preston, Edna)	x		x								1					
The Town That Forgot Christmas (Proyso, Alf)	x		x					1						2		
Drag Racing (Radlauer, Ed)		x		x										1		
Dune Buggy Racing (Radlauer, Ed.)		x		x							1			1		
Motorcycle Racing (Radlauer, Ed.)		x		x										2		
V W Bugs (Radlauer, Ed.)		x		x										1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Farm Pets (Ratzesherzer, A.)	x			x				1				1				
The Secret River (Rawlings, Marjorie K.)		x	x		x			1								
No Room For The Baker (Recheis, Kathe)	x		x								1	2				
Do You Want To Hear A Secret? (Redman, S. B.)	x		x													1
Child's Ten Commandments (Regan, J.)	x			x					1							
Tim Listens and Learns (Reinecke, Esther E.)	x		x								1			1		
Boy At Bat (Renick, Marion)		x	x													1
Cecily and the 9 Monkeys (Rey, H. A.)	x		x		x				1		1			1	1	
Curious George (Rey, H, A.)	x		x		x	x								1		
Curious George Learns The Alphabet (Rey, H. A.)	x		x		x						1	1				
Curious George Takes A Job (Rey, H. A.)	x		x		x						5	1		1		
Curious George Flies A Kite (Rey, Margaret)	x		x		x						1				1	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
Curious George Goes To The Hospital (Rey, Margaret)	x		x		x	x					3	1				
A Map Is A Picture (Rinkoff, Barbara)		x		x	x									1		
Gracie (Roberts, Suzanne)		x	x											1		
Sally's Caterpillar (Rockwell, Anne F.)	x			x										1		
A Good Good Morning (Rutherford, B.)	x		x									1				
Walt Disney's Bambi (Salten, Felix)	x		x						1		1	1		2		
Hide Away Henry (Sankey, A.)	x		x									1				
City Boy, Country Boy (Schlein, Mirium)	x		x		x			1								
The Four Little Foxes (Schlein, Mirium)	x		x								1					
More Power To You (Schneider, Nina & Herm.)		x		x	x									1		
Puppy In The Pet Shop Window (Schrank, Joseph)	x		x								1			1		
Charlie Brown's All Stars (Schulz, Charles)		x	x								1			1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Two Kittens (Schwalje, M.)	x		x								1					
Judy's Surprising Day (Scott, Sally)		x	x		x						2					
Tommy Visits The Doctor (Seligman, J.)	x		x							1						
Birth Of An Island (Selsam, M. E.)		x		x	x									1		
Where The Wild Things Are (Sendak, Maurice)	x		x		x	x		1			1				1	
And To Think That I Saw It On Mulberry Street (Seuss, Dr.)	x		x		x		x		1							
Dr. Seuss's Sleep Book (Seuss, Dr.)	x		x					3			1	3		1	1	
Fox In Socks (Seuss, Dr.)	x		x								3			2	1	
Green Eggs and Ham (Seuss, Dr.)	x		x								1	2		1		
Happy Birthday To You! (Seuss, Dr.)	x		x						2			1		2	1	
Hop On Pop (Seuss, Dr.)	x		x					1						1		
Horton Hears A Who (Seuss, Dr.)	x		x		x						2	2			2	

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
How The Grinch Stole Christmas (Seuss, Dr.)	x		x					1	1			1		3	1	
I Can Lick 30 Tigers Today! (Seuss, Dr.)	x		x								1			2	1	
I Had Trouble In Getting To Solle (Seuss, Dr.)	x		x									1				
If I Ran The Circus (Seuss, Dr.)	x		x		x									1		
On Beyond Zebra (Seuss, Dr.)	x		x					1			1			1		
One Fish, Two Fish, Red Fish, Blue Fish (Seuss, Dr.)	x		x								2	1			2	
Scrambled Eggs Super (Seuss, Dr.)	x		x								2					
The Cat In The Hat (Suess, Dr.)	x		x		x	x		1	2			1				
The Cat In The Hat Comes Back (Suess, Dr.)	x		x		x				2						1	
The 500 Hats of Bartholomew Cubbins (Seuss, Dr.)	x		x		x		x	1						1	1	
The Sneetches and Other Stories (Seuss, Dr.)	x		x						2		1	1		1	1	
Thidwick, The Big-Hearted Moose (Seuss, Dr.)	x		x		x				1							

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Yertle The Turtle (Seuss, Dr.)	x		x		x						1	1		1		
Black Beauty (Sewell, Anna)		x	x		x		x							1		
Who Are You Today? (Shaw, Richard)	x		x											1		
The Story of Ants (Shuttlesworth, Dorothy)		x		x	x		x							1		
Learning How...Baseball (Siebert, Dick)		x		x										1		
What Do I Do? (Simon, Norma)	x		x											1		
Journey To The End Of The Earth (Skjonsberg, Gunnar)	x		x					1								
A Good Place To Hide (Slobodkin, Louis)	x		x								1			1		
Caps For Sale (Slobodkina, Esphyr)	x		x		x	x					1			1		
The Wonderful Feast (Slobodkina, Esphyr)	x		x								1					
The Little Red Drum (Smith, Eunice Young)	x		x								1					
Jack Mack (Smith, Robert Paul)	x		x					1						1		

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Secnd M	Secnd F	Secnd U	Third M	Third F	Third U
Scuttle, The Stowaway Mouse (Soule, Jean)	x		x											2		
13 Ghosts (Spicer, Dorothy G.)		x	x											1		
Fox Went Out On A Chilly Night (Spier, Peter)	x		x		x						2					
Heidi (Spyri, Johanna)		x	x		x	x								2		
Kittens (Stahlman, C.)	x		x											1		
Peter, Pat and the Policeman (Stahlman, C.)	x		x							1						
Automobiles Of The Future (Stambler, Irwin)		x		x										1		
Little Duck Lost (Standon, Anna)	x		x									1				
It's Nice To Be Little (Stanley, John)	x		x						1					1		
Timmy Needs A Thinking Cap (Steiner, Charl.)	x		x					1						1		
George Washington, Boy Leader (Stevenson, Aug.)		x		x					1							
Littlest Angel (Tazewell, C.)	x		x							1						

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Angel Child (Teal, Val)	x		x													1
Andy and the Runaway Horse (Thayer, Jane)	x		x											1		
Eloise At Christmastime (Thompson, Kay)	x		x						1			1				
Anatole And The Poodle (Titus, Eve)	x		x		x			1	1							
White Snow, Bright Snow (Tresselt, Alvin)	x		x		x		x				1	1		1		
Tip Top Tree House (Tucker, D)	x		x													1
Becky's Birthday (Tudor, Tasha)	x		x					1								
1 Is One (Tudor, Tasha)	x			x	x	x			1		1	2				
A Tree Is Nice (Udry, Janice May)	x		x		x	x					1	1				
The Mellops Strike Oil (Ungerer, Tomi)	x		x								1	1				
Look Out For Pirates (Vinton, Iris)	x		x					1			1	1		1		
The Three Wishes (Wadsworth, W. C.)	x		x		x				1							

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	*	**	Frequency First M	F	U	Secnd M	F	U	Third M	F	U
Blue Bay Mystery (Warner, Gertrude)		x	x											1		
Mike's Mystery (Warner, Gertrude)		x	x											1		
Weeks and Weeks (Watts, Mabel)	x		x									1				
Once Upon A Time (Webbe, E)	x		x						1							
Just Like Abraham Lincoln (Weber, Bernard)	x		x					2						1		
Happy Easter (Wiese, Kurt)	x		x		x				2						1	
The Ookpik Book (Wilde, Irma)	x		x								2	1			1	
The Rabbit's Wedding (Williams, Garth)	x		x								1				2	
Trapped In Space (Williamson, Jack)		x	x											1	1	
The Ambitious Elephant (Wood, Katharine)	x		x									1				
The Lonely Doll (Wright, Dare)	x		x									1				
Umbrella (Yashima, Taro)	x		x		x	x		1			2					

TABLE 1 (Continued)

Title and Author	Easy	N/Es	Fict.	N/Fic	Catalog L	Catalog *	Catalog **	Frequency First M	First F	First U	Frequency Secnd M	Secnd F	Secnd U	Frequency Third M	Third F	Third U
Alphabet Soup (Yeoman, John)	x		x									3			1	
Jelly Beans For Breakfast (Young, Miriam)	x		x								1	1				
A Hat With Roses (Zemach, Harve and Margot)	x		x						1							1
Happy Book (Zens, P. M.)	x		x									1				
Harry, The Dirty Dog (Zion, Gene)	x		x		x	x		1	1		1	1		3	1	
How Many Bears? (Zirbes, Laura)	x		x								1					
Mr. Rabbit and the Lovely Present (Zolotow, Charlotte)	x		x		x		x					1				
The Quarreling Book (Zolotow, Charlotte)	x		x													1
The Quiet Mother and the Noisy Little Boy (Zolotow, Charlotte)	x		x								1					
The Storm Book (Zolotow, Charlotte)	x		x		x	x		1	1							

The total number of books borrowed was 466. Of this total, 401 or 86% were easy; 65 or 14% were not easy. Table 2 gives a breakdown of the categories into which these books fall and the totals in each category.

TABLE 2. TOTAL NUMBER AND PERCENT OF BOOKS IN EACH CATEGORY

Easy	Fiction	C.C.	*	**
401	366	110	14	20
	91%	27%	3%	5%
Easy	**Non-Fiction**	**C.C.**	*****	******
401	35	15	1	0
	9%	4%	0%	0%
Not Easy	**Fiction**	**C.C.**	*****	******
65	37	16	2	5
	57%	24%	3%	7%
Not Easy	**Non-Fiction**	**C.C.**	*****	******
65	28	9	1	3
	43%	15%	2%	5%

Of the total 466 books, 150 or 32% were listed in the Children's Catalog. 18 or 4% of these were listed with one

star and 28 or 6% were listed with two stars.

The total circulation during the two month period equaled 1066. Table 3 presents a breakdown of total circulation by grade and sex. In certain instances the names on sign-out cards were so illegible or ambiguous as to make it impossible to determine sex. These are listed as unknown.

TABLE 3. FREQUENCY TOTALS AND PERCENTAGE OF TOTAL CIRCULATION FOR EACH GRADE

	Grade 1	%	Grade 2	%	Grade 3	%
Boys	96	9	238	22	192	18
Girls	96	9	209	20	213	20
Unknown	9	0	5	0	8	0
Total	201	19	452	42	413	39

In the Cox study boys at the second grade level read 14% of the total circulation; in this research they read 22% of the total circulation. In the Cox study second grade girls accounted for only 8% of the total circulation; while in this research second grade girls read 20% of the total. These figures could be misleading and one must consider that the Cox research covered grades two to eight while this research concentrated on grades one to three. The figures are compared primarily because in the Cox study the second grade as a whole accounted for 22% of the total circulation which was

the highest percentage and in this research the second grade accounted for 42% of the total circulation, also the highest percentage. (6:11-12)

The greatest number of volumes checked out by children in the Downing study fell in the seven, eight and nine year old age groups which are roughly comparable to second and third grades. (7:11)

First grade children overwhelmingly chose books listed as Easy-Fiction. First grade boys liked animal stories best. First grade girls preferred fairy tales and animal stories.

TABLE 4. TOTALS AND PERCENTAGES OF CATEGORIES AND NUMBER OF BOOKS IN EACH CATEGORY LISTED IN THE CHILDREN'S CATALOG FOR THE FIRST GRADE

	Easy Fiction	L	*	**	Easy Non-Fiction	L	*	**
Boys	80	25	5	8	11	8		
%	83	26	5	8	11	8		
Girls	87	31	6	8	5	3	1	
%	91	32	6	8	5	3	1	
Unknown	7				2			
%	78				22			

	Not Easy Fiction	L	*	**	Not Easy Non-Fiction	L	*	**
Boys	5	3		1				
%	5	3		1				
Girls	3	3		1	1			
%	3	3		1	1			
Unknown								
%								

Percentages were figured on total books read by each sex at this grade level.

Second grade children also preferred books classified as Easy-Fiction. Second grade boys liked adventure stories, while the girls divided their interests among the following; cats and/or dogs, books about school and young children, and some fairy tales.

TABLE 5. TOTALS AND PERCENTAGES OF CATEGORIES AND NUMBER OF BOOKS IN EACH CATEGORY LISTED IN THE CHILDREN'S CATALOG FOR THE SECOND GRADE

	Easy Fiction	L	*	**	Easy Non-Fiction	L	*	**
Boys	209	72	8	16	18	9	5	
%	88	30	3	7	8	4	2	
Girls	188	53	9	7	15	6	3	
%	90	25	4	3	7	3	1	
Unknown	4				1			
%	80				20			

	Not Easy Fiction	L	*	**	Not Easy Non-Fiction	L	*	**
Boys	6	5		1	5	4	4	
%	3	2			2	2	2	
Girls	3	3		1	3	3	3	
%	1	1			1	1	1	
Unknown								
%								

Percentages were figured on total books read by each sex at this grade level.

The greatest percentage of books selected by third

grade boys and girls were in the Easy-Fiction category. However, the second highest totals show third grade boys choosing Not Easy Non-Fiction books and third grade girls choosing Not Easy Fiction. The boys preferred books dealing with sports both fiction and non-fiction. They also liked books about cars and adventure stories. The girls liked fairy tales, classics like Pinocchio, Bambi, Peter Pan, Black Beauty and Heidi, stories dealing with witches and magic and the Joan Walsh Anglund books.

TABLE 6. TOTALS AND PERCENTAGES OF CATEGORIES AND NUMBER OF BOOKS IN EACH CATEGORY LISTED IN THE CHILDREN'S CATALOG FOR THE THIRD GRADE

	Easy Fiction	L	*	**	Easy Non-Fiction	L	*	**
Boys	139	43	5	5	12	6	2	
%	72	22	3	3	6	3	1	
Girls	168	44	9	10	11	2		
%	79	21	4	5	5	1		
Unknown	6				2			
%	75				25			

	Not Easy Fiction	L	*	**	Not Easy Non-Fiction	L	*	**
Boys	13	1			28	11	1	1
%	7	½			15	6	½	½
Girls	26	8	4	2	8	5	1	1
%	12	4	2	1	4	2	½	½
Unknown								
%								

Percentages were figured on total books read by each sex at this grade level.

Of the total circulation of 1066, books listed in the Children's Catalog were chosen 347 times. This means that quality literature was chosen .325 or 33% of the time. In the Downing study .206 or 21% of the volumes circulated were listed in the Children's Catalog. (7:13) In the Cox research 24% of the total circulation were books listed as good literature. (6:25) In this study 66 volumes checked out were listed with one star in the Children's Catalog and 63 volumes were listed with two stars.

Analysis of the Data

Children in the second grade show the strongest interest in reading as reflected by the number of library books signed out by them. This was also true in both the Cox and Downing research. One explanation could be the effect of a newly acquired skill.

In comparing the total books selected by each group and the number of that total listed in the Children's Catalog, the following can be said. In the Downing study eleven year old boys selected the highest percentage of books listed in the Children's Catalog. (7:12) Eleven year old boys are generally found in the sixth grade and since the sixth grade was not covered in this study, no comparisons are possible. In the Cox research, the highest percentage of books listed were read by nine year old girls. (6:13) Nine year old girls are

found in the third and fourth grades with a few in second. In this research first grade girls checked out the highest percentage of listed books followed closely by first grade boys. However, only ten percentage points separated the first grade girls from the third grade girls whose percentage of books listed in the Children's Catalog was the lowest. It is possible that first grade children asked for guidance and were thus influenced.

Certain patterns emerge from the raw data. Children will pursue books by certain authors or certain characters whether or not adults consider them as good as earlier stories. A good example is the Babar stories. The original book, The Story of Babar was considered excellent and was listed in the Children's Catalog with two stars. Babar and Father Christmas was also listed. Both of these books were by Jean de Brunhoff and were chosen a total of four times in this study. However, Babar Loses His Crown, written by Laurent d' Brunhoff, is not listed but was chosen seven times. The David C. Cooke books on ships, airplanes, etc. show a similar pattern in the total circulation. Children love the Dr. Seuss books and books by Theodore Le Sieg even though adult authorities have judged only a few to be quality literature. Dr. Seuss and Theodore Le Sieg are pen names for Theodore Geisel. (See "Feminine Angle," Chicago Sunday Sun Times, December 12, 1971, p.1.)

Other authors who were quite popular with the children in this study included; Sara Asheron, Jean Bethell, Annie

De Caprio, Syd Hoff, Adelaide Holl, Leonard Kessler, and Arnold Lobel. Clifford, a monstrous red dog, created by Norman Bridwell was a favorite as was Georgie, a friendly type ghost, the brain child of Robert Bright. Dick Bruna's stylistic rabbit, Miffy, had many friends. Books featuring the bears and their adventures, written by Stanley Berenstein, were also quite popular.

One of the most interesting phenomena are any of the books bearing the name Walt Disney. These may be either the Walt Disney adaptations of children's classics or the books featuring original Disney characters. Authorities, by and large, look down their noses at Disney books. The feeling, generally, is that Disney (now the Disney organization) rewrites the stories and it does not improve them. The Disney illustrations are not considered a match with the originals. Donald Barr, New York educator and, at the time, headmaster of the Dalton Schools in New York City, wrote just such a review in Book Week published by the Chicago Sunday Sun Times on October 31, 1965. Mr. Barr compared the Milne and Disney versions of Winnie The Pooh and Disney came out the loser. (E. H. Shepard was the original illustrator of Milne's characters.) Disney books are not listed in the Children's Catalog nor are they on any other list of quality literature for children. However, several generations have now grown up with the creations of Walt Disney and, whatever the experts think, the children adore the Disney books. They check them

out again and again, just as the boys and girls did during the time this study was being made. Witty, Coomer and McBean, in their study of children's choices of favorite books, made the following statement: (29:272-273)

> Thus we find in the primary grade choices the greatest departure from adult standards of literary excellence. This deviation may be accounted for by the numbers of Disney titles, also by...other books...which do not appear in the standard bibliographies.

Of the 739 volumes classified as "Easy," 240 were not read by the primary children during the time of this study. 84 of the 240 books were listed in the Children's Catalog. 18 of these were listed with one star and 8 were listed with two stars. Further investigation revealed that all of these books were checked out to children in the fourth, fifth and sixth grades during this time.

No attempt was made in this study to discover why children chose the books they did. In some cases it seemed obvious that classmates somehow shared their choices with one another, for certain books were taken out continuously by different children in the same room. In other cases, a boy or girl in one class would check out a book and a few weeks later a brother or sister, sometimes younger, often older, would check out the same book.

It seems fair to say that the better readers in the primary grades will reach up to the more difficult books and those boys and girls in the intermediate grades who may have

some problems in reading will move down to the easy books. They also may move up or down simply because they have found a book that interests them. The Witty, Coomer and McBean study found much the same thing.

> In the primary choices, we find children in the second and third grades reaching up to books of the intermediate listing, such as The Matchlock Gun, Homer Price, the Jataka Tales, To and Again, and The Little Lame Prince. Also in grades IV-VI we discover a few children enjoying books such as My Friend Flicka, which the standard bibliographies assign to high-school levels. But some pupils in the intermediate grades are also reading books on the primary lists, such as Little Toot, Life of Donald Duck and Little Fellow. (29:272)

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This final chapter is intended to restate the purpose of the study, briefly summarize the principal parts, express the implications the findings may have in the field of education and offer recommendations for future inquiry.

Summary

The purpose of this study was to determine the types and quality of the books borrowed by primary children during a set period of time. Through an analysis of children's free choices it was expected that some insight into children's interests could be ascertained.

Such studies have been conducted many times over the years. A brief survey of the literature published in the field of children's reading interests begins in 1893 and carries through to the present day. Authorities have consistently compiled lists of books which they considered to have real merit. Just as consistently children have shown that adult choices and their choices are not always the same.

The data for this research was collected in the library of a rather large elementary school. The method used was to catalog all the books checked out by primary children during a two month period. An analysis revealed that quality literature was chosen 33% of the time. Certain patterns of choices emerged and definite areas of interests within groups were revealed.

Implications

This study, like preceding studies, has revealed the broad range of children's interests. If, as Fenner says, "A love of reading is built on the child's interests, not on his parents' (or teacher's)," (11:137) then we, who teach reading, must provide materials to capitalize on these interests.

Today, teachers and books are in competition with radio, television, movies, comic strips and a variety of magazines, along with a plethora of other amusements. The mass media of today's culture with its advertising campaigns and public relation men most assuredly influence children. Return for just a moment to the popularity of the Walt Disney books. Think of the selling job that has been done. Children "think" Disney. They wear clothes adorned with the Disney characters, eat from dishes with Disney characters smiling back at them, get food from boxes decorated with Disney characters, play with Disney toys, watch the "Wonderful World of Disney" on television plus any number of cartoon shows, go to Disney movies and dream of going to "Disney Land" or "Disney World." Is it any wonder that they feel at home with Disney books. There is something basic in human nature that directs us to the familiar. The task of teachers is to broaden the realm of the familiar. "Children know what books they like but not all the books they are capable of liking." (2:600) Children don't necessarily have to like every book that is

judged superior or a classic or whatever. All that is necessary is that they meet these books, have a look at them and perhaps discuss them. The responsibility of educators is to expose boys and girls to books that fulfill their needs but may also broaden their horizons.

Recommendations

"Today we witness a growing interest in practically all countries towards studying interests of young readers and the place of the book among other mass media in a child's life." (19:7) A study of the work being done on this topic in other countries might well furnish Americans with new leads and new knowledge.

"...reading interests cannot effectively be studied without reference to reading dislikes: merely to investigate the one is to know only half of the reader." (3:1088) Children are often asked what they like, perhaps new understandings could be fostered by researching what they dislike.

Why children read what they do presents many opportunities for research. The place of age, sex, socioeconomic background, family influence, peer influence, teacher influence, and many other areas on children's choices of reading material opens untold possibilities for future studies.

In the technologically oriented, fast moving, ever changing milieu children are reared in today, it is not possible to rely on past research. To keep abreast of children's

interests must be an ongoing process. Such research, carefully executed, can provide educators with a starting point when searching for material and developing curricula. Current statistics on children's interests could be of great assistance to librarians attempting to determine which books to order and how many copies of each.

The most important responsibility of the elementary school is to develop children's love for learning and to teach the skills that facilitate learning. Chief among these skills is reading, for reading is the key to the past as well as the present. To teach children to read is to start them on a lifetime of learning.

> A love of reading...is not necessarily a love for the classics, or even a love of fiction, or a love of many books. The child's love may be for books, or a book, that tells him the facts he yearns for." (11:137)

It becomes essential then that each teacher acquire a rather thorough understanding of children's literature and a wide knowledge of the various kinds of reading materials along with the ability to identify the unique interests of the children in his or her charge. Somewhere there is the right book for each child. The teacher's neverending task is to introduce the one to the other.

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APPENDIX

APPENDIX

Classifications according to the Dewey System*

000 - General Works
library science
bibliography
general references

100 - Philosophy

200 - Religion

300 - Social Sciences

400 - Language

500 - Science

600 - Applied Science

700 - Fine Arts

800 - Literature

900 - History and Travel

*Bundy, M. L., "Metropolitan Public Library Use," Wilson Library Bulletin, vol. 41, p. 959, May, 1967.

	000	100	200	300	400	500	600	700	800	900
BOYS										
First						4				
Second			1	1		5	1		5	1
Third						8	16		1	2
GIRLS										
First			1	1			1		2	
Second									5	
Third				1		3	1	1	1	1

Figure 1. Distribution of Non-Fiction Read by Boys and Girls at each Grade Level as Classified According to the Dewey System

CHILDREN'S CATALOG CLASSIFICATION OF NON-FICTION

The Children's Catalog divides Non-Fiction books into the following categories and uses the Dewey System of classification.

Philosophy - 100

Ethics (Leaf, Munro, Fair Play; example of an Easy book)

Religion - 200

Creation

Bible Stories

Old Testament

New Testament

God

Christ

Mythology

The Social Sciences - 300

Mass Communication

Family

Ethnic Groups

Slavery and Emancipation

Government

Money

Resources

Production

Agriculture

Armed Forces

Police and Firemen

Public Utility

Transportation

Holidays

Etiquette

Folklore

Tales and Legends

Language - 400

- Alphabet
- Words
- Languages

Science - 500

- Pure Science
- Experiments
- Collections
- History
- Mathematics
- Space/Astronomy
- Moon
- Solar System
- Planets
- Sun
- Earth
- Maps
- Physics
- Sound
- Air
- Light
- Color
- Heat
- Electricity
- Magnetism
- Weather
- Fossils
- Life
- Cells
- Biology
- Botany
- Zoology
- Animals
- Insects
- Birds
- Fish
- Reptiles

Technology - 600

- Inventions
- Medicine
- Tools
- Radio
- Telephone
- Television
- Roads and Highways
- Aerodynamics
- Astronautics
- Automobiles and Trucks
- Agriculture
- Forestry
- Horses
- Cattle
- Goats
- Dogs
- Cats
- Printing
- Toys

	Male	Female	Totals
First	62	57	119
Second	64	55	119
Third	54	60	114
Totals	180	172	352

Figure 2. Distribution by Sex for Each Grade